DOCUMENT RESUME

ED 376 327 CE 067 619

TITLE	Atkinson Center Adult Learning Program.
INSTITUTION	Chester County Opportunities Industrialization Center, West Chester, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE	94
CONTRACT	98-4051
NOTE	37p.; Appendix G contains broken print.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; *Adult Programs; Basic Skills; *Evening Programs; *Homeless People; Individualized Instruction; *Laundry Drycleaning Occupations; *Literacy Education; *Prevocational Education; Program Development; Program Effectiveness
IDENTIFIERS	353 Project; Pennsylvania

ABSTRACT

An evening adult literacy program was developed to provide pre-General Educational Development (GED) instruction to residents of a men's shelter who desired to become dry cleaners pressers. Because an intake assessment of the 32 enrollees revealed that only 34% of them were high school dropouts and more than 50% had some college background, the program was revised in the first month to shift its emphasis from a pre-GED program to a basic employment skills/educational refresher course. At the end of the 120-day program, 19 obtained men obtained employment, 18 had worked on basic skills at their own level, 15 had attended 25% or more of available class hours, 1 enrolled in further training, and neither of the 2 men who began working toward taking the GED test was deemed ready to take the test at program's end. (Appendixes constituting approximately two-thirds of this document contain the following: employment readiness curriculum, 10-item bibliography, list of off-site training offered and other resources, list of companies participating in on-site interviews, sample participant job applications/interviews and evaluation reports, and letter of support from program clients.) (MN)

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ATKINSON CENTER ADULT LEARNING PROGRAM

Kathy J. Kline, Project Director
Susan Liefeld, Instructional Supervisor
Joel Moore, Instructor

ED 376 327

FY1994

Chester County OIC
125 South Penn Street
West Chester, PA 19382

Project #98-4051

The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

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ABSTRACT PAGE

Title: Chester County Opportunities Industrialization Centers, Inc.

Project No. : 98-4051 Funding: $14,611.00

Project Director: Kathy J. Kline Phone No: (610) 692-2344

Contact Person: Kathy J. Kline, Ex. Director Phone No: (610) 692-2344

Agency Address : 125 South Penn Street, West Chester, PA 19382

Purpose:
The project proposed to provide an Adult Literacy Program to provide instruction at 0-4, 5-8 and pre-GED levels to individuals living at the Atkinson Center. The initial objectives were to educate 16 individuals in an evening class and provide training as Dry Cleaners Pressers. Of those enrolled, 50% were to enroll in GED classes and 70% of those enrolled were to pass the test. The intake procedure used to evaluate the social and educational needs of the participants revealed a change in objectives was required for the program to serve the clients adequately. The clients were provided educational services along with employment readiness and job and home search skills.

Procedures:
The purpose stated above was achieved through individual intake procedures and educational assessment. The curriculum was revised to meet individual needs of those enrolled along with identified group needs. The methods used were small group instruction, guest presentation in an interactive format and site visits to the local job center. Also, on-site practice interviews and adult level texts were utilized for learning enhancement.

Summary of Findings:
It was determined that only 34% of the participants were high school dropouts. Over 50% had some college background. The overall reading and math levels were at an 8.5 grade level, but close to 50% were at 10-12 grade level and 12+ level. It was determined that most individuals required basic employment skills with educational refresher instead of an organized GED or pre-GED program. The format of the program was reworked the first month.

Comments (Conclusions, Findings, Barriers, if any):
It is recommended that programs wishing to replicate this curriculum, evaluate the audience first. The findings and results were far different than expected as the level of need and the educational levels of the participants were far different than expected. The authors of the proposal expected the participants to all be high school dropouts in need of entry level employment training and basic pre-GED classes. This misinformation caused a slow start.

Products (if applicable):
Final Report
Eleven (11) Newsletters

Descriptors (To be completed by Bureau Staff):

INTRODUCTION:

The purpose of the Atkinson Center Adult Learning Program was to provide educational instruction an job training to residents living at the Atkinson Men's Shelter in Coatesville,m PA. The concept for this project resulted from the Atkinson Director stating a need for on-site training and/or remediation for shelter residents. All activities occurred during FY94, July 1, 1993 through June 30. 1994.

The curriculum development was handled by the Executive Director, Instructional Supervisor, and Instructor. The Executive Director, Kathy Kline, has ten years experience in Adult Education in ESL, Adult Literacy, Adult Basic Education, GED and Workplace Literacy, as well as, employment skill training. The Instructional Supervisor, Susan Liefeld, has five years experience in adult education in ESL, Workplace Literacy and curriculum development. The instructor, Joel Moore, was responsible for day-to-day operations, attendance, instruction, educational counseling, and curriculum revision.

This project would be of particular interest to programs planning to serve a shelter site with on-site education and employment readiness training. It would be of special interest to programs involving a men's shelter where residents are permitted to remain beyond a 30-60 day stay if involved in a training or education program. The materials might work as well with a women's shelter, but this particular program only involved men.

This project report will be disseminated through the Pennsylvania resource center: AdvancE (see ABLE Bureau address below) and the Wester Pennsylvania Adult Literacy Resource Center. The Bureau of Adult Basic and Literacy Education will also house copies of this project for dissemination at the following address:

Bureau of Adult Basic and Literacy Education
PA Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333

STATEMENT OF PROBLEM:

The residents of the Atkinson Men's Shelter were encouraged to try to obtain housing and/or employment. Most were having difficulty due to lower educational levels and/or lack of job search experience. Many of the men had only held one or two jobs in the past. Some of the clients had gotten their first jobs through family and friends and worked their way up to lower and middle management. After losing this job, they discovered the skills to complete an application file and resume were not there. They also did not have the experience necessary for competing in an interview process.

Because these participants were living in a shelter for homeless, transportation was, for most, non-existent. This caused the need for any education or training program to be held on-site to eliminate the immediate need for transportation.

OBJECTIVES:

OIC will recruit and enroll 16 residents from the Atkinson Memorial Community Center in an evening Adult Literacy Program.

As a result of the initial intake procedures, it was determined was determined to have the program run in two five month sessions: September to January and February to June. The initial intake form (see Appendix F) was completed during a one-to-one interview.

The staff at the Atkinson Shelter and the participants requested the classes be held twice per week for three hours each session with an additional three hour session for individual educational counseling. The classes were held during the day at the request of the staff and participants.

The first group of participants numbered thirteen (13). The second session enrolled nineteen (19) participants. This totaled thirty-two (32) for the entire program. A 200% increase over the enrollment goal proposed. The make-up of the 32 participants was as follows:

32: male	21 with a HS diploma or GED
2: 18-22 years old	11 HS drop outs
7: 23-35 years old	6 handicapped
15: 35-45 years old	
8: 45-55 years old	
0: 55 and over	

OIC will have those same 16 individuals enrolled in its daytime training program for Dry Cleaners Pressers.

There was no enrollment into a daytime Dry Cleaner's Program. The assumption that the shelter residents would be interested in this type of employment was false. None of the men cared for this type of training. As a result, the participants were enrolled in an employment search program to include the following:

* creating an application file
* creating a resume
* basic job search procedures
* interview techniques
* how to keep a job
* how to write a cover letter

For some participants, these skills were new and for some the skills just needed to be re-visited. The texts chosen were adult education materials (see Appendix B.) The intake test were the Wide Range Achievement (WRAT R2) and the Stanford Paragraph test.

The various texts addressed the educational needs and the employment search needs of the participants. In addition, during the program, the class was presented with guest interviewers and participated in off-site training sessions (see Appendices C and D.) The curriculum used was very interactive. The participants blended their employment skills work with the math and English (reading and writing.)

To have all 16 enrollees improve their literacy by two grade levels by the time they complete the curriculum.

Of the 32 enrolled, 18 (55%) worked on basic skills at whatever level was appropriate for each participant. As this was a transient audience, the ability to post-test to show improvement was not possible. It is felt that this type of objective be examined more closely. Other means to show improvement can be used.

It should be noted that 15 participants (46% of those enrolled) attended 25% or more of available class hours. The following chart shows significant statistics:

Progress Achieved	# of Participants	% if Part. attending 25%+ of hours	% of Part. enrolled
worked on basic skills	14	93%	44%
completed application file	12	80%	37%
completed resume	11	73%	34%
employed	6	40%	19%

Additional data includes:

one (1) participant completed paperwork for Social Security medical/disability card

three (3) participants obtained housing

three (3) participants opened bank accounts

one (1) participant enrolled in training for continued schooling

To have 8 of the 16 move on to the point where they enroll in our evening GED program.

To have 6 of the 8 pass the GED test.

Two participants did begin individualized work toward taking the GED test. Neither was determined to be ready by the end of the program to take the test. Both were referred to other educational programs to continue preparation for the GED test.

As obtaining a diploma was not a priority for 34% of those enrolled, these objectives were not relevant once the program was established and the clients were evaluated for goals and needs.

To develop a model curriculum to be used by others working with the homeless.

A formal curriculum that could easily be replicated by other programs (see Appendix A) was developed prior to the first session and re-evaluated during the second training session. Attention to the needs of each individual class participant is necessary. It is expected that changes or modifications would need to be made to have the sample curriculum meet the unique needs of other shelter programs and residents.

EVALUATION AND DISSEMINATION:

The participants were asked to complete several evaluation tools: the "Individual Participant Job Application/Interview" Report Form" and the "Individual Participant Evaluation Report" (see Appendix E.) These forms allowed the O.I.C. staff to evaluate the first session before beginning the second session. These results showed that the change from a pre-GED program to a basic education skills/employment skills format was an accurate choice.

The overall consensus of the participants was to have the program continue. Both O.I.C. and the Atkinson Shelter are actively pursuing alternate funding in order to continue the program.

Dissemination of the results of this project will be achieved by providing the Bureau of ABLE, AdvancE, the Western PA Resource Center, the Atkinson Shelter Program and the Chester County Adult Literacy Consortium with copies of this report.

CONCLUSIONS AND RECOMMENDATIONS:

The Executive Director, Instructional Supervisor, and the Instructor of the program all concluded this program was not only rewarding to be a part of, but also economically rewarding to the community. To have 19% of those enrolled obtain employment is an excellent result.

When the fact that this was a totally transient, homeless population and over 50% of those enrolled left after less than 25% of the available hours of participation, to have 19% employed becomes almost phenomenal.

It is strongly recommended that the following items be a part of any duplication of this project:

* classes on-site at the shelter facility
* classes held when and where the participants request. They need ownership.
* a shelter that will allow residents to remain at the shelter during enrollment in the program. A 30 day maximum stay may not allow for the success this 120 day program achieved.

Appendix A

EMPLOYMENT READINESS
CURRICULUM OUTLINE

Phase I: Employment Planning (1-2 weeks)

This is the start of the career planning phase of this program. The clients started with various inventories to evaluate where they have been, where they are and where they want to go.

These inventories include: work interest, work experience, working conditions, values, attitude, self-esteem, confidence, getting along and goal setting.

During this 1-2 week period the clients began working on the English and Mathematics skills needed to be comfortable during a job search and to be able to obtain and maintain employment.

Materials used: Math Skills That Work, Books I and II, Job Planner, Reading Skills That Work, Essentials of Mathematics, and Spectrum Mathematics.

Phase II: Finding Job Opportunities (1 week)

This phase introduces using community resources to help determine who can help you and how to show what you can do. Clients are encouraged to examine volunteer experiences and hobbies.

At this time, the concept of starting your own business is examined. Now is a good time to have someone from your Enterprise Zone speak to the class. This resource can provide valuable information for starting a new business. Another excellent resource is the local retired senior citizen group.

The Job Box contains surveys of multiple fields and related jobs along with their descriptions, requirements, and resources.

Materials: Get Hired!: Finding Job Opportunities, The Job Box, materials from the local job center program.

Phase III: Job Application File (1-2 weeks)

This phase is the start of individual organization. Various lists need to be developed in order to complete applications accurately and concisely:

personal information list
education information list
paid work experience list
unpaid work experience list
personal references list
survey sample applications
complete practice application

Now is an excellent time to have the clients complete applications from many different companies. This can be completed with text materials and by simply getting applications from local companies.

This is a time consuming process and requires very detailed and accurate information. The text Job Application File provides the needed pages for easy information compilation. It also contains applications from eight national companies, such as, Sears, Hyatt and McDonald's.

During this time, the clients should be continuing their math and English work. The sentences needed for applications make excellent writing exercises.

Phase IV: Prepare Resume (1-2 weeks)

At this time using sample resumes and computer techniques helps the clients to feel more comfortable. One excellent method is to have the clients make a "group resume". This relieves the stress of examining their own data at the start.

If any clients have an existing resume use this as a starting point. It is important to encourage cooperation among the clients as this is the beginning of the increase in stress levels.

Phase V: Employment Search and Interview Process (2-4 weeks)

The job search phase requires a review of local resources and networking. A review of the resources listed in Phase I is required at this time.

The Job Interview Guide offers sixteen interview scenarios for excellent group discussion. These served as a practice for the clients. The job interview phase included discussion and materials from the Job Center on:

preparation, questions to expect, questions to ask, follow-up forms, and practice interviews

During this phase the clients participated in practice interviews with human resource personnel from local companies. After each practice interview the class evaluated the interview in much the same manner as the discussion of the scenarios.

Phase VI: Handling a Paycheck and Maintaining Employment

Discussion at this time includes budgeting, understanding a paycheck and stub, setting up banking services and balancing statements. A discussion and practice completing a 1040A was also included.

Employment maintenance is discussed through the following topics: problems that can cost a job, example of job loss, examples of job saving. Have the clients develop a list of problems that can cause a worker to get fired. Compare with the list in text (Don't Get Fired!) and have open discussion.

Other Topics Presented During the Six Phases:

Life Skills

Punctuality, appearance, budgeting, etc.

Mathematics

basic operations: whole numbers, fractions and mixed numbers, decimal and percent numbers, and units of measure

time, rate, distance and related applications

area, perimeter, volume and circles

applications through word problems and life skills

Language Arts

Reading

word attack, comprehension, recall, sequence, inference, summary, vocabulary (isolated and in text)

Writing

sentence structure, paragraph (topic, examples, conclusion, transition)

process: rough copy, edit and rewrite, proofread and correct, final copy,

letters: basic rules and applications, phonetics for alternative strategy

Appendix B

BIBLIOGRAPHY

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Richards, Thomas, J. (1990). Spectrum Mathematics Series. New York: Glencoe.

Wing, Jew. (1987). Job Planner: A Guide to Career Planning. Belmont, CA: Fearon.

Appendix C

OFF-SITE TRAINING AND OTHER LOCAL RESOURCES

Chester County Job Center
250 Harmony Street
Coatesville, PA 19320
Douglas M. Schmidt, manager Barbara Zaleski, interviewer

Chester County I.U. #24
Center for Arts and Technology
Brandywine Campus
1635 East Lincoln Highway
Coatesville, PA 19320
Ronald B. Dutton, Director

Community Services
YWCA of Coatesville
423 East Lincoln Highway
Coatesville, PA 19320
Mill Aller, Case Manager

Office of Economic Development
Government Services Center
601 Westtown Road
West Chester, PA 19382
Jody A. Keenan, Enterprise Zone Coordinator

Office of Employment and Training
Government Services Center
601 Westtown Road
West Chester, PA 19382
Walter J. Urban, Jr., Training Program Coordinator

Service Corp of Retired Executives
Government Services Center
601 Westtown Road
West Chester, PA 19382

Appendix D

COATESVILLE BUSINESSES PARTICIPATING IN ON-SITE INTERVIEWS

Lukens, Inc.
Modena Road
Coatesville, PA 19320
Charles Coleman, Hourly Employees

V.A. Medical Center
Coatesville, PA 19320
Human Resource Management Services
Bonnie Behrenshauser, Sharon Emerson

OXFORD BUSINESSES PARTICIPATING IN ON-SITE INTERVIEWS

McLeod Motor Company
South Baltimore Pike
Oxford, PA 19363
Jim McLeod, owner

Scotts / Hyponex
250 Reedville Road
Oxford, PA 19363
Jim Whi ter, Regional Manager

Appendix E

Chester County O.I.C.

Individual participant
job application/interview report

name _____ s.s.# _____

street _____ State/zip _____

phone _____ date of birth _____

business name _____

address _____

phone _____ interviewer _____

your evaluation _____

business name _____

address _____

phone _____ interviewer _____

your evaluation _____

business name _____

address _____

phone _____ interviewer _____

your evaluation _____

business name _____

address _____

phone _____ interviewer _____

your evaluation _____

additional comments:

_____

_____

Chester County O.I.C.

Individual participant evalution report

name _____ s.s.# _____

street _____ State/zip _____

phone _____ date of birth _____

DIRECTIONS:- Please check the program elements you have completed and answer the questions with your evaluation of the program and how it helped you.

Inventories:

interests ..... ____
experience ..... ____
working conditions ____
values ..... ____

application portfolio ____
resume ..... ____
Job Interview Guide . ____
Pay Day ..... ____
Don't Get Fired ..... ____

seminars:

small business ... ____
Oxford employers . ____
practice interview ____

Job Center Workshop . ____
Coatesville employers ____
Community Services .. ____

math skills practice ____ writing/reading practice ____

Job interviews/applications:

business name _____
address _____
phone _____ interviewer _____
your evaluation _____

business name _____
address _____
phone _____ interviewer _____
your evaluation _____

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employment: full time ____ part time ____ new: yes no

business name _____

address _____

phone _____ supervisor _____

your evaluation _____

What did you hope to get from the program? Did you get it?

_____

_____

Has this program helped you? Please explain.

_____

_____

_____

What was the most helpful part of the program?

_____

_____

_____

What could be improved to be of greater help?

_____

_____

_____

What is lacking in the program. or needs to be added?

_____

_____

_____

additional comments:

_____

_____

Appendix F

CHESTER COUNTY O.I.C.
APPLICATION

Date: _____

Name: _____ Social Security No: _____

Home Address: Street: _____

City: _____ State: _____ Zip: _____

County: _____ School District: _____

Phone Number: ( ) _____ Sex: ☐ Male ☐ Female

Age: _____ Birth Date: _____ Race: _____ No. of children under 18 _____

Interests: _____
(I.e. careers, education, employment (type), hobbies, sports, etc.)

Name of person other than immediate family member who will know where you are living should you move: Name: _____ Phone: ( ) _____

Address: _____

City/State/Zip: _____

Last grade completed: _____ Where: _____ When: _____

Other Adult Basic Education programs attended: _____

Self description of reading ability: _____

Household status: ☐ head, single parent ☐ head/spouse two parent
☐ head/spouse, no dependents ☐ dependent member
☐ living alone ☐ living in group quarters

Is applicant:

a Employed? ☐ Yes, ☐ part-time or ☐ full-time. Where? _____
☐ No, but is available for work/ or ☐ No, not available for work

b An immigrant to the U.S.? ☐ Yes ☐ No

c On public assistance? ☐ Yes ☐ No

d Handicapped/disabled? ☐ Yes ☐ No

e Single parent w/dependent children under 18? ☐ Yes ☐ No

How did student find out about this program? (mark only one):

- ☐ School Board, IU, School announcement
- ☐ Newspaper, radio, TV
- ☐ Handout, mailed leaflet
- ☐ Sign, billboard, phone book
- ☐ Relative, friend, acquaintance
- ☐ Employer/union-work site announcement
- ☐ Previously studied ABE/GED/Adult literacy
- ☐ School/college counselor/teacher
- ☐ Institution or group home personnel
- ☐ Library/other independent adult ed agency
- ☐ Community agency/human services agency
- ☐ Clergy/church group
- ☐ PIC/JTPA SPOC program
- ☐ Rehab. Counselor, caseworker, OES job service
- ☐ Court: Probation, parole, etc
- ☐ Military recruiter
- ☐ Political/public official
- ☐ Other (none of the above)

Major reason for participation in program (mark only one):

- ☐ to improve job prospects
- ☐ to learn better English
- ☐ to obtain driver's license
- ☐ to obtain citizenship
- ☐ to get diploma or certificate
- ☐ to qualify for training or military
- ☐ to read to or help children with homework
- ☐ qualify for college, business school
- ☐ required by probation, welfare, parole
- ☐ to achieve competence in reading/spelling etc., with no specific purpose in mind
- ☐ to achieve competency in math
- ☐ social acceptance, self satisfaction
- ☐ other (none of the above)

INTAKE: a. ☐ new enrollee b. ☐ re-entrant c. ☐ continued

PROGRAM: ☐ ESL ☐ 0-4 ☐ ABE ☐ GED ☐ WORKPLACE LITERACY

Phone interviewer: _____ Inperson interviewer: _____
Date:_____ Date:_____

Month and year of enrollment in this program _____
Program completion date: _____
Program termination date: _____
Referred to another program: _____
Referral date: _____
Referrer's signature: _____ Date:_____

PLACEMENT:

Where: _____ Date:_____

COMMENTS: _____

CHESTER COUNTY
OPPORTUNITIES INDUSTRIALIZATION CENTERS, INC.
125 SOUTH PENN STREET, WEST CHESTER, PENNSYLVANIA 19382
(610) 692-2344

CHESTER COUNTY O.I.C.
RELEASE FORM

I HEARBY AUTHORIZE _____

TO RELEASE ANY AND ALL INFORMATION IN THEIR POSSESSION, INCLUDING, BUT NOT LIMITED TO, MEDICAL, PSYCHIATRIC, SOCIAL, AND DIAGNOSTIC, REGARDING _____ TO THE CHESTER COUNTY O.I.C., OR ANY REPRESENTIVE THEREOF. THIS MEDICAL, PSYCHOLOGICAL, SOCIAL OR OTHER PERTINENT INFORMATION WILL BE USED TO DEVELOP A TREATMENT PLAN AND WILL BE KEPT CONFIDENTIAL.

_____ _____
DATE SIGNATURE

_____ _____
DATE RELATIONSHIP

_____
WITNESS

Appendix G

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May 30,1994

D.I.C., Inc.
128 South Penn Street,
West Chester, PA 19382

Attention: Mr. Joel Moore

Dear Mr. Moore:

We, the surviving members, of your Class of '94 salute you!!!

Surely it has been an admirable year for all of us with regards to the enhanced educational experience derived from your classes of instruction!!!

All of us, past and present, will miss our weekly sessions a great deal!!!

We hope that your efforts and caring will return to bless you a thousand fold!!!

THANKS AGAIN!!!!,

D.I.C. CLASS OF '94

- Robert E Baxter

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